DOCUMENT RESUME

ED 074 840 FL 003 890

TITLE	France in America.
INSTITUTION	Baltimore City Public Schools, Md.
PUB DATE	May 72
NOTE	59p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Cross Cultural Studies; *Cultural Education; *French; Instructional Materials; *Language Instruction; *Modern Languages; Secondary Schools; Second Language Learning; *Teaching Guides; Vocabulary Development

ABSTRACT

The general aim of this teacher's guide for the development of minicourses for French classes is to make students aware of the areas in which influence is exerted by French culture in American life. Outlines are provided for 10 units of classroom activities. They include: (1) introduction of French words used in the United States and perusal of topics to be developed in the course, (2) art and architecture, (3) automobiles and furniture, (4) clothing and perfume, (5) French cuisine in America, (6) history, (7) literature and publications, (8) motion pictures and theater, (9) ballet and music, and (10) science. Course objectives, suggested content, activities, vocabulary lists, and short bibliographies are included. (RL)

FILMED FROM BEST AVAILABLE COPY

ED 074840

FRANCE IN AMERICA

BALTIMORE CITY PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL 003 890

ED 074840

BOARD OF SCHOOL COMMISSIONERS

John Walton, President

James M. Griffin, Vice-President

Mrs. M. Richmond Farring

Larry S. Gibson

Kalman R. Hettleman

Stephen W. McNierney

Mrs. Elizabeth Murphy Moss

W. Eugene Scott

Robert J. Thieblot

Roland N. Patterson,
Superintendent, Public Instruction

Sterling S. Keyes,
Associate Superintendent, Administration,
Finance and Planning

Vernon S. Vavrina,
Associate Superintendent, Curriculum and Instruction

Joel A. Carrington,
Assistant Superintendent, Secondary Education

Elaine C. Davis,
Director, Curriculum Development

LETTER OF TRANSMITTAL

The mini-course guides accompanying this letter are illustrative of the increased educational options available to students under our new flexible quarter programs. Courses such as these can be developed to meet varying needs, interests, and abilities of individual students.

The mini-courses serve to enrich the student's experience by enabling him to explore a variety of different offerings or pursue intensively a specific interest or idea. We believe this heightens and dramatizes a basic purpose of education--to cultivate one's natural curiosity, self-motivation, and direction.

Educational options of the kind exemplified in these courses present exciting challenges and rewarding opportunities to teachers as they try to meet the demands of this age of acceleration and pervasive change.

Your associates who have worked so industriously to prepare these guides have twin hopes for the results of your working with them: that you and your students will find them helpful, and that you will freely offer suggestions for their improvement.

Best wishes for continued efforts to enlarge and improve educational experiences.

Joel A. Carrington
Acting Assistant Superintendent
Secondary Education

May 1972

Gratitude is hereby expressed to the following teachers of the foreign language staff of the Baltimore City Public Schools who made possible this publication:

Mrs. Annabelle Steele, 77
Mrs. Shirley Dogoloff, 72
Mrs. Dorothy Kreek, 93
Mrs. Matilda Pugsley, 93

FRANCE IN AMERICA

General Aim: To make students aware of the areas in which influence is exerted by the French culture on American life

Specific Aims: To provide opportunities for students
to become familiar with and to use borrowed words that have become a part of our language
to identify particular styles in fashions, furniture, and architecture
to appreciate art and handicrafts inherited from France
to enjoy motion pictures, ballet, and theatre productions associated with France
to examine publications for evidences of French contributions to the United States
to experience actual activities such as eating foods prepared from French recipes, riding in French cars, and visiting displays of French art or articrafts
to study about people in France to whom we are indebted for the enrichment of our lives

Introduction:

A variety of topics has been outlined to provide for the varying interests of students in a class. The amount of time spent on each unit will vary according to the specific responses of the students.

Community involvement could make the course more interesting, for the topics lend themselves to talks by informed persons in specific fields and to field trips.

Week One:	Introduction of French words used in the United States and perusal of topics to be developed in the course
Week Two:	Art and Architecture
Week Three:	Automobiles and Furniture
Week Four:	Clothing and Perfume
Week Five:	French Cuisine in America
Week Six:	History
Week Seven:	Literature and Publications
Week Eight:	Motion Pictures and Theater
Week Nine:	Ballet and Music
Week Ten:	Science

Suggested Step for Motivation

Michele: Your copy of the souvenir newspaper from the philatelic show came today, Raymond. It's there on the table beside the epergne. Why did you especially want it?

Raymond: Well, it reproduced parts of the November 7, 1910, issue of The Sun telling of the first charted airplane flight over any city and that flight happened to be over Baltimore by Hubert Lathan, a French pilot.

Michele: Oh, yes, I remember seeing Dad's stamps from the American Air Mail Society that portrayed the flight. Well, you just go right ahead and read your 1910 paper while I take a look at our current journal.

Raymond: O.K., but please save the book section, for there's an article I want about the author of that new book we're supposed to read in English class.

Michele: Is this the one that says, "His book will show him to be a dilettante, traveler, and bonvivant?"

Raymond: Yes, that's it. I thought that sentence should impress someone, you know who.

Michele: (continuing to read) "He looks to the comforts and professional savvy that he knows can come only from America." What does "savvy" mean, Ray?

Raymond: Our teacher told us that it's sort of a slang expression for the French "vous savez" which means "you know." I guess we just sort of shortened it and borrowed it for our own use.

Michele: Hmmmm - wonder if Mom saw the fabric sale they're having at Bon Marche's this week. She'd like that velvety kind of ribless corduroy and that denim for sport skirts. And there's batiste, tulle, chiffon - a real rendezvous with fashion, I'd say.

Raymond: I noticed that and I imagine she'd be interested in the new gourmet cooking course they're having at the YMCA. It's to be followed by a series of classes in international cuisine. Wonder if they need an official sampler of their meals?

Michele: Since when did you get to be such a connoisseur of foods? Well, I wish you'd look at this! Remember Jennie White who was in my class year before last? She's going to be married this winter. Her fiancé is a graduate of your school and belonged to the same fraternity that you did. They're going to live in the Chateau Ridge Apartments. Hey, those are those prestige, deluxe elevator apartments!

Raymond: Looks as though you'll have to buy a wedding present, doesn't it?

Michele: This looks like the very thing - a bon bon spoon of beautifully crafted silver. It's the world famous "Repousse," the original flower and foliage design.

Raymond: Oh, would you take a look at that Public Auction? I can't miss that - lend me that part of the paper, would you please? This is great! Motorola Console TV, oak chiffonier, epergne, armoire, lingerie chest -- just wait until Aunt Genevieve sees this! Poor Uncle Jules!

Michele: Elise Denham - wasn't that the lady who served on a committee with Mom at the church last year? Listen! On September 29, 1971, Elise Denham (nee Steinert) beloved wife of the late William H. Denham -- oh, I must go show this to Mom.

Art and Architecture

A. Content

1. People who have influenced life in America

a. Pierre Charles L'Enfant, the architect who made the plan for the city of Washington

b. John James Audubon, the celebrated naturalist and artist, for whom Naturalist Societies and Parks have been named

c. Rosa Bonheur, the renowned animal painter, whose "Le Marche aux Chevaux" hangs in the Metropolitan Museum of Art in New York City and whose name is used to mark a Pet Cemetery near Baltimore, Maryland

d. Jean-Antoine Houdon, the sculptor whose statues were so realistic that he was asked to make a portrait of Benjamin Franklin and also to make the statue of George Washington that stands in the Capitol in Washington, D.C.

e. Auguste Rodin, for whom the Rodin Museum in Philadelphia is named and whose famous "The Thinker" has been copied in various forms in the U.S. A large room in the Metropolitan Museum in New York City has been devoted to his work that it may be studied

f. Jules Hardouin-Mansard, eminent architect for whom has been named the slanting roof that is so popular in the United States

g. Jean Marius Francis Mercie, sculptor who created the Francis Scott Key monument on Eutaw Place in Baltimore. The statue shows the poet returning from the British ship on which he had been detained after the bombardment of Fort McHenry, and offering to Columbia his ode which was to become the national anthem.

h. Les Fils of the George Paccard firm in France who made the bells for the Taft Carillon Tower in Washington, D.C.

i. Frederic-Auguste Bartholdi, creator of the colossal Statue of Liberty which was presented by the French government to the United States as a symbol of the friendship of the two countries

j. Acadian French who formed Baltimore's first Catholic congregation. This congregation later sponsored the present Cathedral which houses beautiful French paintings, an altar and candelebra, gifts of Marseilles priests. The bells of the Cathedral were cast in France and are operated by a clock, an elaborate mechanism in nine cases, made in France by the renowned French Government clockmaker, M. Collin. The gold fleur-de-lis which adorns panels in the church is a graceful historical allusion to the French origin of much that is in the building.

k. Mary Cassatt, an American who was enamored with the work of Degas, contributed much by making the works of her Impressionist French friends well-known in the United States. Because of her influence, many Americans purchased paintings of the Impressionistic Era.

l. James A. McNeil Whistler, an American who was attracted by Bohemian Paris. The Impressionists influenced his style of painting, particularly in his portraits.

2. Handicrafts that have influenced workers in America

a. American pressed glass has often found design inspiration in the products of the French Baccarat factory. At New Bremen, Maryland, the glasshouse established by Frederick Amelung has produced sophisticated glass like that of France.

b. Paperweights were important novelties of 19th century blown glass and were introduced here in the U.S. by craftsmen who had been trained in French glasshouses

c. Porcelain was not made successfully in the U.S. until a factory was established in Philadelphia by William Ellis Tucker whose object was to emulate the popular porcelain which was imported in quantities from France.

d. The iron grillwork along the Mississippi and especially at New Orleans where the French porch was expanded to a graceful two-story balcony has left a heritage of lasting beauty

B. Things to Do

1. Photographs could be taken of Gothic architecture and monuments in Baltimore which show French influences

2. Reports could be made on the lives of the important people who were responsible for influencing American lives

3. A collection of French words might be made that are related to art and architecture such as: chateau, large residence; connoisseur, a competent judge; façade, the front of a building; genre, style; gouache, a water painting; tableau, a picturesque scene; vignette, a little decorative drawing

4. A trip might be made to a museum or to a specific monument

5. Pieces of glassware, porcelain, or paperweights made in France might be brought in for display

6. Guests might lecture on art, architecture, or handicrafts

C. References

1. America's Arts and Skills, Editors of Life, Time-Life Books, New York, pp. 108-109.

2. Getting to Know France, Remunda Cadoux, Oxford Book Co., New York, p. 190.

3. Arts in America, Wendell D. Garrette, Paul F. Norton, Alan Gowans, Joseph T. Butler, Charles Scribner's Sons, New York, pp. 247-252.

4. Voici La France, Remunda Cadoux, Oxford Book Company, 1966, p. 261.

5. Newspaper Articles

Automobiles

A. Content

1. Study of cars imported from France: Renault, Citroen, Peugeot--engineering features, cost, etc.

2. Learn vocabulary relating to automobiles: chassis, coupe, and French names given to certain American cars--Galaxie, Le Mans, Monte Carlo, Grand Prix, Bonneville, Le Sabre, Grand Coupe

3. Study of car racing as a sport in France

B. Activities

1. Contact various car dealers for literature concerning the cars--to search for French names given to various models of cars

2. Visit a Renault sales agency or have a representative visit the school to demonstrate a Renault

3. Have the class list the reasons that make the Renault a popular car in the United States

4. Find the rating of the above foreign cars by doing research in consumer magazines

5. Gather materials on the Grand Prix and relate this material to the class. Include pictures.

6. Compare car racing as a sport in France with that in the United States

7. Use movie or filmstrip of the Grand Prix if available

8. Discuss the effects of foreign car imports on the automotive industry in the United States

9. Use projector to show pictures found in texts

C. References

1. "Paris Match" for pictures

2. Automotive Magazines

3. "Sports Illustrated"

4. "Consumer's Guide"

5. "Life" and "Time" Magazines

6. Brochures from automobile dealers

7. Various textbooks in the classroom

8. "France" - "Classroom Pictures"

9. Television

10. Movies

French Furniture Styles

A. Content

Furniture ranks among the native arts of France as truly as painting and sculpture. The French mode prevailed in the United States from about 1790 until almost 1840 and today antique French furniture receives appreciation from connoisseurs in America. Especially popular in this country are the old French provincial styles. Beginning with Louis XIII, French furniture falls into periods named for the reigns, and each of these period styles has some characteristic in common with English and American furniture of that same era.

Styles or periods named for reigns are:

1. Louis XIV (1643 - 1715)
   Characteristics of this period: grand and massive; classic style with rectilinear lines; rich gilded or silvered carving; marquetry

2. Regence (1715 - 1723)
   Characteristics of this period: rococo; curving lines; cabriole leg; naturalistic, delicate carvings

3. Louis XV (1723 - 1774)
   Characteristics of this period: marquise to accommodate wide skirts; marble top tables; caned seats in chairs; wood painted daintily to replace natural color; lacquered surfaces; bergere, chair large and deep with closed arms; canape (sofa), lit de repos (day bed), coiffeuse (dressing table), drop-leaf table; game tables, reading table with collapsible bookrest in center of top

4. Louis XVI (1774 - 1792)
   Characteristics of this period: revival of interest in classical evidenced by motifs such as lyres, urns, wreaths, and rosettes; use of mahogany and bronze; dining tables with drop leaves; serving tables with marble tops and shelves below; writing tables that doubled for game tables

5. Directoire (1795 - 1804)
   Characteristics of this period: Napoleon's campaigns in Italy and Egypt evidenced by griffins, sphinxes, swans, and fasces for ornamentation; tripod or pedestal base on tables; light wood contrasted with mahogany; chairs with saber legs terminating in lion's paw feet of brass; introduction of short sofa, cheval glass, full-length mirror framed and mounted on wooden support, and bed in form of sleigh with headboard and footboard same height

6. Empire (1804 - 1814)
   Characteristics of this period: personal insignia of Napoleon - bee, crown, or initial "N"; massive and rectilinear

7. Provincial (seventeenth and eighteenth centuries)
Characteristics of this period: less sophisticated and less heavily decorated than furniture of Paris; made by cabinet makers and carpenters; oak, chestnut, walnut, beech, ash, and fruitwoods used more than mahogany; frequently painted a short gray, green or blue; upholstered with fabrics gay with naturalistic flowers; chairs made with rush seats and ladder backs

B. Activities

1. Compile a furniture dictionary

   a. Louis XIV, encoignure (corner cupboard)

   b. Louis XV, table en haricot (kidney-shaped table)

   c. Louis XVI, glace (mirror), (carved frame)

   d. Provincial, Empire console, (wall table)

   e. Regence, bombe commode (convex chest of drawers)

   f. Directoir , petit canape (sette), mahogany frame

2. Compile a picture book of furniture showing American counterparts of French furniture

3. Visit a museum to see antique furniture

4. Reports on men who influenced furniture styles

   a. Louis XIV, Louis XV, Louis XVI

   b. Napoleon

   c. The Directory

   d. Architects, Percier and Fontaine

   e. Artist, J. L. David

C. References

1. Dictionary of French Furniture, Dorothy H. Jenkins, Woman's Day, October, 1965, pp. 69-76.

2. Joseph Aronson, The Encyclopedia of Furniture, 1938.

3. L. A. Boger, The Complete Guide to Furniture Styles, 1959.

4. The Columbia Encyclopedia, pp. 576 and 653.

5. French Furniture, Jacqueline Viaux, Translated by Hazel Puget.

6. World Book Encyclopedia, pp. 501-502, Book F.

7. Encyclopedia Britannica, Book 9, Page 948 E.

8. Funk and Wagnall's Encyclopedia, Vol. 9, p. 319, Standard Reference Works Publishing Company, Inc., New York, 1908.

9. Reader's Digest, October, 1971.

10. World Family Encyclopedia, Hendelson, Vol. 8, 1954.

11. The Concise Encyclopedia of Antiques

12. The Treasure House of Early American Rooms, John Sweeney, The Viking Press, N. Y., 1963.

13. Decorating For and With Antiques, Ethel Hall Bjerkoe, Doubleday and Company, Inc., 1950.

14. The Antiques Book, Alice Winchester, A. A. Wyn, Inc., 1950.

15. Volume Library, Educators Association, Inc., New York, 1952.

16. The Complete Book of Home Decorating, James E. Mayabb, Wm. H. Wise and Co., Inc., New York, 1955.

17. The Treasure House of Early American Rooms, John A. H. Sweeney, The Viking Press, N. Y., 1963.

D. Vocabulary for Furniture

1. un armoire - clothes cupboard

2. une console - wall table

3. un fauteuil - chair with open arms, caned seat and back

4. un tabouret - stool with top worked in petit point

5. un bureau plat - writing table

6. une table de milieu - center table, carved and gilded with legs in form of fantastic animals

7. une commode - chest of drawers

8. une bergère - chair with closed arms

9. une encoignure - corner cupboard

10. un lit de repos - day bed

11. un secrétaire en pente - slant-front desk

12. un chiffonnier - drawer for each day of the week

13. une commode en tombeaux - chest of drawers with short legs

14. une ottomane - oval shaped sofa with incurved arms and gilded wood

15. une marquise - wide arm chair

16. un secrétaire à abattant - desk with fall front for writing surface

17. un canapé - more open than ottomane

18. un fauteuil de cabinet - desk chair

19. un bonheur-du-jour - small desk with compartment at back

20. une table à écrire - small writing table

21. une commode servante - sideboard with undershelf and marble top

22. un bureau à cylindre - roll-top desk

23. une table à café - serving table

24. une vitrine - display cabinet with glass adjustable glass shelves

25. un chauffe-assiettes - plate warmer

26. un guéridon - candlestand

27. une bibliothèque - bookcase fitted with shelves and glass doors

28. une table à ouvrage - worktable

29. une table en chiffonier - occasional table

30. une meridienne - sofa with outcurved arms and legs; one arm higher than the other

31. une table de nuit - bedside table

32. une table de jeu - game table

33. un bras de lumière - sconce

34. un cartel - hanging wall clock

35. une glace - mirror

36. une lampe bouillotte - game-table lamp

37. un candelabre - candelabrum

38. un lustre - chandelier

39. un trumeau - mirror with painting at top

40. des chenets - andirons

41. une pendule - clock

42. un regulateur - tall case clock

43. un encrier - inkstand

44. un baromètre - barometer

45. les meubles (m.) - furniture

E. Vocabulary for the House

1. le salon - living room

2. la salle à manger - dining room

3. la chambre - bedroom

4. la cuisine - kitchen

5. la salle de bain - bathroom

6. le rez-de-chaussée - main floor

7. le premier étage - floor above ground level

8. l'étage superieur (m.), - top floor

Clothing

A. Content

1. The extensiveness and intensiveness of the influence of French designers and manufacturers on the fashion scene of the United States

2. A vocabulary study of words which this influence has added to our active English vocabulary

3. The identification of the most prominent French designers and manufacturers

4. The reasons why the style conscious Americans adopt the pace-setting trends from Paris

5. Lace-making at Alençon

6. Leather, silk, and jewelry imports from France

7. How American designers use French motifs in cloth, jewelry, etc.

B. Activities

1. A class discussion of the French dress salons--a description of their general operation and how they have managed to remain the stylists that Americans esteem

2. A research assignment to determine the value of their annual exportation to the United States

3. A visit to a department store or have a buyer visit the class to learn which designers are represented in its stock. What is the specialty of each?

4. To develop a vocabulary from items children wear to school (blouse, jabot, beret, ensemble, bouffant, crêpe de chine, bois de rose, Chanel jacket, cloche, midi, lavalière, peau de soie, chignon, mousseline de laine et mousseline de soie, Alençon lace, Chantilly lace, petit point, gigot sleeve, chartreuse, Sibonne lining)
Note: Articles not found in class may be an assignment.

5. To have students report on Coco Chanel--possibly from having read about her at the time of her death, T.V. news accounts, or from having seen or read about the play of her life (movie)

6. To have the class put on a fashion show wearing garments and colors with French names

7. To report on the making of Alençon lace. Locate Alençon on map. Bring in samples where possible.

8. To examine current fashion magazines and woman's page from daily paper for articles relating to French clothing industry, couturier (ières) and current fashions. Make a class scrapbook. Give it a French-English name.

9. To find French words in articles and illustrate with object where possible. Have art students make illustrative drawings. Display.

10. To examine dress patterns to note the directions in French that are given

11. To have class members bring in articles which were purchased in France or made there and sold here. Study their labels. Which kind of articles are the most usual--leather, silk, lace?

12. To discuss movies, T.V. shows or books that pertain

C. References:

1. "Vogue" Magazine

2. "Mademoiselle" Magazine

3. "Seventeen" Magazine

4. "Charm" Magazine

5. Daily papers

6. Butterick, Simplicity, McCalls and Vogue Patterns

7. Pictures and articles may be found in many of the modern textbooks

8. Additional vocabulary may be found at end of this guide

D. Vocabulary for Clothing

1. le denim - The original English form of "denim" was "de Nim" and it was at first applied to a twilled serge cloth manufactured at de Nîmes, the capital of the department of Gard in southern France. Several centuries ago, de Nimes was known throughout the western commercial world. In 1695 the Merchant's Magazine, published in London, listed "Serge Denims that cost six pounds each," and five years later the London Gazette referred to "A pair of Flower'd Serge de Nim Breeches." Nîmes is pronounced "Neem." Denim is now applied in America to a colored drilling or twilled cotton cloth used chiefly in making overalls, wall hangings, carpeting, cushions, et cetera.

2. la corde du roi - Corduroy, the name of a thick, coarse and durable cotton fabric with the surface corded, ridged or ribbed like velvet, is believed to be derived from the French "corde du roi" ("cord of the king" or "king's cord").

3. Cambrai - The word "cambric" is derived from "Cambrai," the name of a city in France.

4. la batiste - The material "batiste" is the same as the French word. "La batiste de coton" is imitation muslin. "La batiste de France" is French muslin.

5. l'organdi - The English word "organdy" is derived from the French word.

6. la peau de soie - Many wedding gowns are made of "peau de soie" or Japanese silk.

7. le piqué - The past participle of "piquer" meaning "to prick" is responsible for the name of the material piqué. It is a quilted or pinked material.

8. la mousseline de soie - Silk muslin is our term for this material.

9. la faille - "Faille" is a Flemish silk of coarse grain and is often used for dresses or men's ties.

10. le crêpe de Chine - "Crape de Chine" is a variegated crape often used for men's hat bands.

11. le tulle - The net material called "tulle" gets its name from the town named Tuile in France.

12. le chiffon - Strangely enough this filmy substance called "chiffon" in English means "rag" in French.

Perfume

In the 16th century, many Italian perfumers settled in Paris and from that time France has been the leader in perfume manufacture.

The soil and climate of the French Riviera proved ideal for growing the flowers from which perfume oils are derived: especially, the vicinity of Grasse where flower-growing conditions are the best. Grasse is noted for its vast fields of flowers. Thus, for a long time France was the undisputed world center in the manufacture of perfumes.

After World War II, the United States and other countries increasingly challenged France's importance in the perfume market, a major factor being the development of synthetic and semi-synthetic substances used as ingredients in perfume.

Some of the most well-known scents (perfumes) that are so very popular in America are: Chanel
Houbigant
Coty
Lanvin
Arpège
Suivez-Moi
Nuit de Noel

Activities:

1. Collect perfume samples (can be sent away for)
2. Visit perfume counters in department stores
3. Request buyers of the departments to come to school
4. Make bulletin boards (with clippings, etc.)
5. Try to process a scent
6. Make sachet packets as gifts
7. Make reports on a more detailed basis

Bibliography:

1. Grolier: New York: The American People's Encyclopedia
2. Grolier: New York: The New Book of Knowledge
3. Grolier: New York: Grolier Universal Encyclopedia
4. Childs, F. S.: French Refugee Life in the United States 1790-1800

French Cuisine in America

A. Content

In the best restaurants in our country and throughout the world, you often see the words, "Cuisine Française." This means French cooking.

It is a great custom in the United States to prepare de luxe dinners and banquets in the French style because French cooking is noted for its high quality. The fine cooking and love of good food which are characteristic of France are equally important to all Americans who are interested in cooking as an art.

In the United States, French terms are used to describe many dishes and the methods of preparing many foods. Many of the French expressions are used frequestly by American restaurants, cooks, and food processors: for example, au gratin, au jus, au beurre. The words au, à la, and à l' indicate "in the style of" or "with."

Au gratin means baked brown with bread crumbs and cheese.
Au jus means "with gravy."
Au beurre means "cooked with butter."
A la reine means "in the Queen's style."

Other French expressions to describe methods of food preparation that we in America use very often are:

à la creme - with cream
à la mode - in the present style
au crouton - with bits of hard toast
en brochette - broiled on a strip of wire or wood
en casserole - stewed in a saucepan
en coquille - in a sea shell
hollandaise - in the Dutch manner with sauce of butter, egg and lemon
jubile - in a festive manner
julienne - in strips
lyonnaise - fried with butter and onions
meunière - in the style of the miller's wife (with vegetables)
purée - mashed
rissolé - cooked in butter in a frying pan
sauté - fried in butter or fat
soufflé - whipped to a light froth

"Eating out" is a treat in which the American family (like the French) indulges as often as they can afford it. Most restaurants all over the country serve meals called table d'hôte which means one price for the entire lunch or dinner. Frequently, however, it is possible to order à la carte which means paying only for what you want. Sometimes there is also a small charge for the couvert, or placement, which includes a napkin and the use of the silver. Our American expression for this custom is called "cover charge."

The gentleman who welcomes the diner to the restaurant is called the maître d'hôtel (the head waiter). Many times the waiter will suggest (or you will see written on the menu) a spécialité de la maison which is a special dish for which the restaurant might be well known.

Although, in general, Americans do not follow the French custom of using wine as an essential part of a meal, many Americans do use it especially at party dinners, or other festive occasions, or when dining out.

Very often the words vin ordinaire (ordinary red wine), vin blanc (white wine) and vin rouge (red wine) are to be found on menus. A liqueur or cognac (brandy) may also be listed to be served at the end of a meal. Champagne is universally known and used on festive occasions when it is served separately as a toast, or at parties.

There are many staples of French cooking that are standard in American fare both in home cooking and in restaurants such as the bouquet garni (composed of fresh parsley, thyme, a piece of celery with its leaves, and a bay leaf), and fines herbes (parsley, chives, tarragon and chervil, all finely minced.)

Many famous French dishes which are prepared by good cooks everywhere are included in menus of American dining places as well as in the homes.

Some of the best known are:

consommé - meat broth generally served with a few solid particles such as noodles
bouillon - clear, meat broth
boeuf bourguignon - beef cooked in wine
crêpes suzettes - thin, light pancakes flavored with liqueur
canapés - tasty bread squares spread with spiced fish or meat
entrée - the main meat or fish dish (outside France)
compote - stewed fruit
bombe - ice cream in a round shape
filet mignon - tender cut of sirloin
hors d'oeuvre - appetizers of spiced fish or meat, cucumber or tomato salad, richly prepared eggs and other tasty tid-bits served before the meal
haricots verts - green beans
ragoût - stew
pommes frites - French fried potatoes
potage - soup
pêche melba - ice cream with raspberry jam on stewed peach (named in honor of a very famous opera singer)
meringue glacé - pastry made with sugar and egg white
petits fours - small pastry cookies
soupe du jour - soup of the day

In America, we also use many of the cheeses which are eaten in France. Some people also enjoy the custom of eating cheese and crackers as the finishing touch to a meal. Some very well-known cheeses are: camembert, roquefort, brie, and port salud.

B. Activities

Exercises (Sample)

1. Matching items with their meanings.

2. Selecting the word or phrase in parentheses which best completes the meaning of the sentence.

3. Identifying an item by telling whether it is a cheese, dessert, etc.

4. Telling whether statements are True or False.

Things to do

1. Make a collection of menus from the best hotels and restaurants in your city.

2. Compile lists of French expressions or French dishes you find on them. Give their meanings.

3. Prepare a menu you would like served at a wedding or important dinner or banquet. Include the French dishes which you believe you would most enjoy as a result of reading this section.

4. Prepare several menus.

5. Make a booklet of French recipes to give to someone as a present.

6. Find out what the food specialties are from the different regions of France.

7. Prepare some of the recipes included as a class or group project.

8. Visit a French restaurant.

Match each of the items in Column A with its meaning in Column B

1. au gratin	(a) whipped to a light froth
2. purée	(b) mashed
3. en casserole	(c) stewed in a saucepan
4. soufflé	(d) baked brown with bread-crumbs and cheese
5. sauté	(e) lightly fried in butter

Select the word or phrase in the parentheses which best completes the meaning of each of the following sentences:

1. The maître d'hôtel is (the wine waiter, the head waiter, the bus boy).

2. A gourmet is one who (knows and loves food, eats too much, dislikes food).

3. Bouillabaisse is a (beef stew, lamb stew, fish stew).

4. Crêpes Suzettes are (waffles, light pancakes flavored with liqueur, omelettes).

5. Appetizers of spiced fish or meat, cucumber or tomato salads, or richly prepared eggs are called (entrées, hors d'oeuvre, potages).

The following dishes comprise a French déjeuner. Arrange them in the order they would be served to you in a French restaurant.

(a) fromages (b) entree (c) hors d'oeuvre (d) salade
(e) café (f) dessert

C. Recipes

Burgundian Beef Stew
Boeuf Bourguignon

(Beef, red wine, onions, carrots, garlic, shallots, veal knuckle, brandy, mushrooms)

Boeuf bourguignon comes from the province of the most fabulous vineyards of France and is a great classic of regional cookery.

In a heavy casserole brown 2 pounds of good lean stewing beef, cut in 1 1/2 inch cubes, in 2 tablespoons of hot butter. Sprinkle the meat with 1 tablespoon of flour, blend it in thoroughly and add salt and pepper and 1 1/2 cups of red wine. In a small frying pan brown 2 coardsly chopped onions in 1 tablespoon of butter. Add the onions to the meat, together with 1 carrot, cut in pieces, 1 clove of garlic and 2 shallots, all finely chopped, a bouquet garni, and a piece of cracked veal knuckle if one is available. Add just enough water to cover the meat, cover the cocotte and simmer the stew over a low flame for 3 hours, or until the meat is very tender and the sauce is a rich, dark brown.

Half an hour before serving time, add 1 tablespoon of brandy, 4 tablespoons of Madeira if you have some, and 1/2 pound of raw mushroom caps. Remove the bouquet garni and serve the boeuf bourguignon with buttered rice. Serves four.

French Crêpes with Applesauce and Rum
Crêpes Grandgousier

(French crêpes, applesauce, lemon rind, nutmeg, butter, sugar, rum)

This is a delightful variation on the well-known theme of Crêpes Suzette, and not quite so much trouble:

Make 24 paper-thin French pancakes according to standard recipe, but flavor them with rum instead of the usual cognac. Season 2 1/2 cups of homemade applesauce with a little grated lemon rind and nutmeg and 2 teaspoons of butter. Simmer it down to thicken into a sort of apple jam. Spread a heaping teaspoon of applesauce in the center of each crêpe, roll them all up, arrange them on a buttered heatproof platter and dust them with extra-fine granulated sugar. Put them in a hot oven to glaze for a few minutes. Warm 1/4 cup of rum and take it to the table with the platter of crêpes. Set a match to the rum, pour it quickly all over the crêpes, and serve them on hot plates as soon as the flame dies. Serves six.

Lamb Stew
Navarin de Mouton

(Stewing lamb, onions, garlic, herbs, white wine, stock, carrots, potatoes, turnips)

In a deep casserole brown together 1 1/2 pounds of good lean stewing lamb, cut in cubes, 1 chopped onion and 6 small whole onions in 2 or 3 tablespoons of oil or lard. Pour off any excess fat and sprinkle the lamb with 1 tablespoon of flour. Blend in the flour and add salt and pepper, 1 minced clove of garlic, a bouquet garni, 1/2 cup of white wine, 1 cup of veal stock or chicken consommé, and just enough hot water to cover. Cover the casserole and simmer the stew over the lowest possible flame for 1 1/2 hours. Add 2 carrots, 2 small white turnips and 2 potatoes, all cut in pieces. Simmer the navarin for another 1/2 hour, or until the meat and vegetables are all tender. Serves four.

Fresh Stewed Fruit with Mousseline Sauce
Compote, Sauce Mousseline

(Pears, peaches, cherries, with a sauce of sugar, cream, eggs, sweet wine)

Boil 1 cup of sugar with 1 cup of water for 5 minutes. Add a few drops of vanilla and in this syrup poach 2 firm pears and 2 peaches, all peeled and halved, and a dozen or so ripe black cherries. Remove each piece of fruit when it is tender but still firm and serve the compote hot, with a frothy sauce mousseline:

In the top of a double boiler over barely simmering water beat together with a sauce whisk 1/2 cup of cream, 2 tablespoons of sugar and 3 egg yolks beaten with 2 egg whites. Stir the sauce constantly and when it has thickened, beat in 3 tablespoons of Marsala (or Madeira or sherry). Serves four.

French Vanilla Ice Cream
Glace Vanille

(Milk, vanilla bean, egg yolks, sugar, cream)

Scald 2 cups of milk in a saucepan. Turn off the flame and steep a vanilla bean in the milk for 20 minutes. Beat 6 egg yolks in the top of a double boiler until they are thick and lemon colored. Stir in 1/2 cup of granulated sugar, then slowly add the warm milk. Cook the mixture over barely simmering, never boiling, water, stirring constantly for about 7 minutes, or until it just coats the spoon. Remove the top of the double boiler immediately, set it in cold water to cool the custard, and stir in 2 cups of heavy cream.

This ice cream should, of course, be made in a hand freezer. However, if it must be done in the refrigerator, turn the controls to "very cold" and put the custard in a deep ice tray in the freezing compartment until it reaches the mushy stage. Then spoon it into a chilled bowl and beat it hard with an egg beater. Return it to the tray, freeze it some more, beat it again, then leave it to freeze solid for at least 3 hours, covered with wax paper to keep crystals from forming on top. Makes 3 pints.

Omelette with Herbs
Omelette Fines Herbes

(Eggs, parsley, chives, tarragon, chervil)

Add 3 tablespoons of water and a little salt and pepper to 6 eggs and beat them briefly with a fork. Stir in 1 teaspoon each of finely chopped parsley, chives, tarragon and chervil. Put 1 tablespoon of butter in an omelette pan just hot enough to make the butter sizzle but not brown. Pour in the eggs and stir them twice quickly with the flat of the fork. Shake the pan to keep the omelette free. As soon as it is set but still soft, fold over one edge of the omelette with a spatula. Slide the unfolded edge right out of the pan onto a platter, then turn the pan completely over the platter. The omelette should land with two edges neatly tucked under and the top golden and unbroken. It should be cooked through but quite soft.

Filets of Beef Bearnaise
Tournedos Bearnaise

(Beef tenderloin, croutons, and a sauce of egg yolks, cream, butter, vinegar, herbs)

Brown 4 1-inch-thick slices of beef tenderloin on each side in a little butter, leaving the meat rare in the center. Meanwhile trim 4 slices of bread to fit the size and shape of the tenderloins. Sauté these croutons in butter until they are golden brown and crisp, and put one under each tenderloin.

Serve with the following luxurious sauce bearnaise: In a small earthenware bowl mix 2 egg yolks with 2 tablespoons of heavy cream, 1/4 teaspoon of salt, a pinch of cayenne pepper and 1 tablespoon of tarragon vinegar. Fit the bowl into the top of a small pan of barely simmering water and stir the sauce with a wire whisk until it begins to thicken. Bit by bit add 4 tablespoons of butter, still stirring constantly. When the butter is melted and the sauce has become fairly thick, add 1 teaspoon of chopped tarragon and 1/2 teaspoon each of chopped parsley and chives. Serves four.

Riviera Pizza
Pissaladiere

(Hot roll or French bread dough, onions, garlic, olive oil, anchovies, black olives)

A pissaladiere should be made with French bread dough, but a standard American hot roll mix will do very nicely. Line an oiled cookie sheet with a layer of dough 1/8 inch thick and roll the edges to make a border. In an iron skillet over a low flame cook 3 pounds of sliced onions and 2 minced cloves of garlic in 1 cup of olive oil until they are quite soft. Drain the onions well, cool them and spread them evenly over the dough. Make a lattice work of anchovy fillets, not too close together, over the onions and in each square place a pitted black Italian olive. Bake the pissaladiere in a 350 degree oven for 20 minutes, or until the edges of the crust are brown, and serve it hot.

Eggplant and Tomato Hors-d'Oeuvre
Aubergine à la Turque

(Eggplant, tomatoes, onions, peppercorns, olive oil)

A la turque here means a general Mediterranean style. Eggplant is often served this way in the south of France.

Peel an eggplant and slice it rather thinly. Salt the slices, pile them together, let them stand under pressure for 1/2 hour, and drain off the liquid. Peel and slice 6 large ripe tomatoes and 3 or 4 onions. In the bottom of a shallow baking dish arrange a layer of onion slices, put a layer of eggplant over the onions, then a layer of tomato over the eggplant. Sprinkle in a few whole peppercorns and a little salt. Keep this up until you have used all of the vegetables, finishing off with a layer of tomato slices each neatly decorated with a round of onion. Fill all the corners and empty spaces with bits of tomato. Fill the dish just to the top layer of tomato with olive oil, and bake it in a 250 degree oven for 3 hours or more. Baste the juices over the top several times. Serve chilled.

Green Beans and Onions
Haricots Verts a la Lyonnaise

(Green beans, onion, wine vinegar, parsley)

Lyons is famous for its wonderful food. Most lyonnais recipes have a characteristic savor of sauteed onion.

Snap off the stems and tips of 1 pound of young green beans. Leave the beans whole, boil them in a minimum of salted water until they are tender but still firm and drain them thoroughly. In a heavy pan sauté 1 chopped onion in 2 tablespoons of butter until it is soft and golden. Add the green beans, mix them well with the onion and butter and reheat them over a low flame for a few minutes. Add salt and pepper to taste and 1/2 teaspoon of wine vinegar. Sprinkle the beans with finely chopped parsley before serving. Serves four.

King Henry IV's "Chicken for Every Pot"
Poule au Pot Henri IV

(Fowl, bread, ham, shallots, garlic, herbs, eggs, carrots, turnips, onions, leeks)

Use a plump 5 to 6 pound boiling fowl. Mix together well a stuffing of 5 slices of stale French bread, crumbled and soaked in 1/2 cup of milk; the liver, heart and skinned giblet of the hen, and 1 slice of ham or bacon, all ground together with the finest blade of a meat grinder; 2 shallots and 2 cloves of garlic, all minced; 2 tablespoons of chopped parsley and a pinch each of rosemary, thyme, nutmeg, salt and pepper; and lastly, 2 small eggs, or 1 large one, lightly beaten. Stuff the hen, sew it up carefully at both ends, and truss it.

Put the hen in a soup kettle and add 3 small carrots and 2 small white turnips, all cut in pieces; 3 whole onions, one of them stuck with 2 cloves; 2 leeks with most of the green part cut off; 1 small stalk of celery with its leaves; and 1 bay leaf, 6 crushed peppercorns, and 1 teaspoon of salt. Add water to cover the hen, but not more than 3 quarts. Cover the kettle and bring the water to a boil, then simmer the hen over very low heat for 2 hours, or until it is tender. To serve, carve the hen and arrange the meat on a hot platter. Break open the carcass, remove the stuffing and slice it. Arrange the stuffing and the vegetables around the meat, pour a little of the broth over the platter, and serve the rest in cups. Coarse salt is passed at the table with poule au pot. Serves six.

French Butter Cookies
Sables

(Flour, sugar, salt, egg yolk, ice water, vanilla, butter)

From their short and granular texture, the name sable, or "sandy," was coined for these traditional cookies:

Sift together into a bowl 1 1/4 cups of flour, 4 tablespoons of sugar, and a pinch of salt, and make a well in the center. Into the well put 1 egg yolk, 1 tablespoon of ice water, 1/2 teaspoon of vanilla extract, and 6 1/2 tablespoons of butter, cold and cut into small bits. With the fingers quickly work the butter into the liquids and gradually draw in the flour, mixing the pastry as fast as possible so as not to warm the

butter. Sprinkle on a little more flour if necessary, until the dough just holds together and is not sticky. Gather it together into a ball, put it in a floured bowl, and let it stand for 1/2 hour in the refrigerator. Then roll it out quickly on a floured board to a thickness of a little less than 1/4 inch. Cut it into circles with a 2 1/2 inch scalloped cooky cutter and bake the sables on a buttered cooky sheet in a preheated 350 degree oven for 18 minutes, or until they are cooked through but pale gold, not brown. Cool on a cake rack.

Niçoise Salad
Salade Nicoise

(Lettuce, vegetables, eggs, anchovies, black olives, tuna fish)

A salade niçoise should be pretty as a picture when it comes to the table, but you must then courageously spoil the picture by tossing the salad thoroughly before serving it. Rub a wooden salad bowl with a cut clove of garlic. On a bed of lettuce in the bowl arrange the following traditional ingredients: 4 quartered small red tomatoes, 1 cup of cooked green beans, 2 sliced boiled potatoes, 2 quartered hard-boiled eggs, thin slices of mild Spanish onion and of green pepper, 8 anchovy fillets cut in small pieces, 10 black Italian olives, and pieces of white canned tuna fish. Over all of this pour the standard French dressing made of salt and freshly ground black pepper to taste, 1/2 teaspoon of prepared mustard, 2 tablespoons of red wine vinegar, and 6 tablespoons of olive oil. Serves four.

Normandy Potato Salad
Salade Cauchoise

(Potatoes, celery, cream, sour cream, vinegar, lemon juice, ham)

Boil 1 pound of potatoes in their jackets, taking care not to overcook them. Peel them when they are cold and cut them in julienne strips, as for shoe-string potatoes. Cut enough white center stalks of celery, also in julienne strips, to make about half as much celery as potatoes. Whip 3/4 cup of heavy cream just long enough to thicken it to the consistency of a thin mayonnaise. Add 1/4 cup of sour cream and season well with 2 tablespoons of vinegar, the juice of 1/2 lemon, or more to taste, and salt and white pepper. Pour this dressing over the salad, mix it in gently so as not to break the potatoes, and turn the salad into a serving dish. Scatter about 1/2 cup of ham cut in julienne strips over the salad. The incomparable last touch, that is, however, expendable, is 1 or 2 truffles also cut in the same way and added with the ham. Serves four.

Alsatian Ham and Beef Broth
Bouillon à l'Alsacienne

(Ham bone, soup beef or canned broth, vegetables, herbs, cabbage, leek, potatoes)

In a soup kettle put a ham bone with a little meat on it, a 1 1/2 pound piece of soup beef, and 2 1/2 quarts of unsalted water. Bring

the water to a boil slowly and skim it carefully just before it begins to bubble. Then add 1 stalk of celery with its leaves, 1 onion and 1 carrot, all cut in pieces, 6 crushed peppercorns, 1 bay leaf and a sprig of parsley. Cover the kettle and simmer the broth over the lowest possible heat for 2 1/2 hours, skimming occasionally. Remove the ham bone and meat, strain the broth through a colander lined with a cloth, cool it, then skim off the fat. To serve, add 1/2 cup each of finely shredded cabbage and leeks, first parboiled until tender but still slightly crisp, and 1 cup of diced boiled potatoes. Reheat the soup and add salt if necessary. This makes 1 1/2 to 2 quarts of bouillon. The same soup can be made by boiling the ham bone alone, with the same seasonings, in 1 1/2 quarts of water. Add 3 cups of canned beef broth 15 minutes before the cooking time is up.

There are many good recipe books containing an abundance of French recipes ranging from the easy-to-do to the gourmet dishes.

The recipes included here are from the delightful book:

"FLAVOR OF FRANCE by Narcisse G. Chamberlain and Narcisse Chamberlain, photographs by Samuel Chamberlain, copyright (C) 1960 by courtesy of Hastings House, Publishers."

Peaches and Strawberry Flambe

2/5 cup quick or old-fashioned oats, uncooked
1/3 cup flaked or shredded coconut
1/4 cup firmly packed brown sugar
1/4 cup butter or margarine, melted
2 cups fresh or frozen sliced strawberries
1 cup fresh or frozen sliced peaches, drained
1/3 cup orange liquer, warmed
1 cup heave cream, whipped

For crunch, combine oats, coconut, sugar and butter in shallow baking pan. Heat about 10 minutes at 350 degress. Cool; break into pieces. Place crunch pieces in 6 individual serving dishes.

Combine strawberries and peaches in shallow, flame-proof dish. Flame with liquer. Spoon fruit topping over coconut crunch. Garnish with whipped cream. (Food being flamed should be hot.)

Variations: I substituted frozen mixed fruit for the peaches and apricot liquer for the orange. To make it flame, I used six sugar cubes soaked in orange extract.

History

I. Objective: To show the student how prominently the French have figured in our own American history, and to point out the indelible imprint the French have left on our country.

II. Content:

A. French among the earliest navigators and explorers to come to our shores, paving the way for expansion and settlement; venturesome Frenchmen: fishermen, hunters, trappers, "coureurs de bois," helping to open up the Northwest

1. 1534 - Jacques Cartier, sailing up the St. Lawrence to the Great Lakes

2. 1673 - Expedition led by Joliet and Marquette from Canada, sailing down the Mississippi

a. Establishing of missions by the French priests

(1) Conversion of the Indians

3. 1682 - La Salle and Frontenac, fur-trading partners

a. Their movements

b. Our so-called Northwest (N. Central States) opened up by the French far more than by the English

(1) Possession of Mississippi Valley by the French

4. In the South, from Florida to Louisiana, the vying of the French with the Spaniards and the English for foothold along the Gulf Coast

a. New Orleans owing its existence to French

(1) French Quarter

(2) Mardi Gras - festival held yearly in New Orleans by Cajuns (French Acadiens who remained a bit aloof, retaining their customs after their deportation from Grand Pré, Nova Scotia, 1755, to Louisiana) and the French Creoles

5. French Huguenots - Protestants - New England

a. Faneuil Hall, Boston, named after a French merchant

b. Paul Revere (Revoire) - Huguenot ancestry

c. Bowdoin College (French Baudoin)

d. New Rochelle, New York - Huguenot settlement

e. Peter Minuit - leader in purchase of Manhattan from the Indians

f. Tiffany - establisher of one of America's first jewelry businesses

g. John Jay - of French descent

h. First Dupont of Delaware - with gunpowder mill in Wilmington, Delaware marking the beginning of one of America's greatest industrial empires

i. De Grasse and Rochambeau - helpers of colonists

j. Prominent military leaders - Beauregarde and Le Jeune

B. Efforts of the French to keep control of New France

1. French and Indian Wars, in which the Indians joined hands with the French in harassing the early English settlers

2. Fort Du Quesne → Fort Pitt → Pittsburg

C. French Assistance during American Revolution

1. Men and resources

a. Marquis de Lafayette, who fitted out his own boat and came to America

(1) Gift of $150,000 to American cause

(2) Personal services on the battlefield

(3) Close friendship with George Washington

(a) His gift of golden pheasants to President Washington now on display in Harvard Museum

(b) Gift by American schoolchildren - memorial in Paris to Lafayette

D. Louisiana Purchase of 1803 from the French for $15,000,000

1. Biggest real estate deal in history

2. Jefferson's fear lest our settlers have no longer the use of New Orleans' port for the marketing of their grain, etc., after Louisiana changed hands from the Spanish to the French

3. Doubling of the size of our country

E. Our allies in two World Wars

III. Activities

A. Have students give reports on the Creoles, French explorers, fur-trading, French and Indian Wars, La Salle, Cartier, Jesuits

B. Report on Lafayette, his association with George Washington, and his role in our American Revolution

C. Show maps (have students duplicate) depicting early French settlements, movements, and final recession

D. Report on Louisiana Purchase, 1803 - how it happened to take place, and its far-reaching results

E. Have pupils find all the French names possible on a U.S. road map

F. Make jointly a scrapbook of French-American historical data

G. Pass around pictures of Lafayette, his landing in South Carolina, and his various activities

H. Visit museums where the <u>early</u> history of our country is emphasized

I. Show films on our early history

J. Have pupils bring history textbooks, library books, and appropriate pictures dealing with the early French and their role in the making of our history

IV. Places having names originally French

Bâton Rouge
Fond du Lac
Vincennes
St. Joseph
Biloxi
New Orleans
Marietta
Versailles
Des Moines
Bayonne
Notre Dame
Carlisle
Fort Du Quesne
Gallipolis (City of Gauls)
Terre Haute
St. Louis
Pierre
Centreville
Havre de Grace
L'Eau Froide → Low Freight
L'Ours Creek → Loose Creek
Chemin Couvert → Smackover
} Arkansas
Detroit

V. Vocabulary

Laissez-faire (policy)
Noblesse oblige
rapport
rendezvous
liberal
rapprochement
fait accompli
carte blanche
savoir faire
portage
cache
levée
} direct contributions made by French explorers and settlers on American soil
aide-de-camp

VI. Bibliography

1. Modern France - Arthur Tilley
2. France in America (Vol. 7) Reuben Gold Thivaites
3. Modern France - F.C. Roe
4. The Changing New World - North and South America - Cooper, Sorensen, and Todd
5. The History of Our Country - Edward S. Ellis, Vol. II
6. Exploring World History - Halt and O'Connor
7. The Louisiana Purchase - Robert Tallant
8. Our National Heritage - Mario Pei
9. For the Glory of France - Everett McNeil
10. Life of La Salle - Spark
11. La Salle and the Discovery of the Great West - Parkman
12. Discovery and Exploration in the Mississippi Valley - Shea

Literature

I. Objectives:

A. Through literature, to afford the student a view of the everyday life of French descendants in areas where the French influence yet definitely remains (Louisiana, e.g.)

B. To acquaint the student with outstanding pieces of French literature that are read and appreciated universally

II. Content

A. Recommended Readings

1. Novels by American and English writers

The Amazing Mrs. Bonaparte - H.T. Kane
(Betsy Patterson)

Queen New Orleans - City by the River - Kane

The Bayous of Louisiana - Kane

For the Glory of France - Everett McNeil

Alice of Old Vincennes

A Tale of Two Cities - Charles Dickens

Savannah Purchase - Jane Hodge

Sun of Quebec - Sheler

Lords of the Wild - Joseph Alt Sheler

Master of the Peaks - Joseph Alt Sheler — French and Indian Series 7-11 grades

Shadow of the North - Joseph Alt Sheler

Julie - Carol Mills
French in the U.S. - fiction

The French Are Coming - Wilma Hays

The Measure of the Years - Alice Coluer
French and Indian Wars setting

Titan - Fenwick Mason

Sword of the Wilderness - (fact) Elizabeth Coatsworth

High Towers (founding of New Orleans) Thomas Costain

The Power and the Glory - (fact) Gilbert Parker

2. Poems

Evangeline - H.W. Longfellow

3. Novels by Frenchmen

Autour du Monde en Quatre-vingt Jours - Jules Verne
one of the first in the field of science fiction
to capture the mind of youth the world over

Notre Dame de Paris - Victor Hugo

Les Miserables - Victor Hugo

Les Trois Mousquetaires - Alexandre Dumas

Le Comte de Monte Christo - A. Dumas

4. Fables - De la Fontaine

III. Activities

A. Reports on American literature having a French atmosphere

B. Telling of several French fables

C. Search for French words in our own dictionary that we use constantly

1. Compilation of a long list of these words to be mimeographed for each student

D. Showing of a film on the life of Betsy Patterson

E. Film on life of a famous French writer

F. Attending a movie on the life among the Cajuns (French Acadiens) of Louisiana

G. Reading to the class parts of Evangeline

H. Visit to a library where French literature and English literature with a French flavor are found

I. Passing around various books in which French expressions are used

1. Both fiction and textbooks

a. Pointing out of the need of understanding the meaning of French expressions to obtain the complete understanding of what is written

J. Amateur dramatization of Evangeline

IV. Terms

nom de plume

belles lettres

fable

patois

language (langue tongue)

prose

Publications

A. Content

1. Topics about France frequently covered by Baltimore daily newspapers

2. French in advertisements - motifs and vocabulary

3. French in crossword puzzles

4. Transportation schedules carried by daily papers (prices, services, and hours) available to Paris, etc.

5. Cognates and French words found in headlines or sub-titles

6. Pictures which appear in daily papers

7. Copies of French newspapers which may be bought in our large cities

8. French expressions found in articles. This could also include proper names.

B. Activities

1. Preparing a scrapbook (class or individual) of articles, pictures, and advertisements which relate to France

2. Examination of daily newspapers and periodicals for articles, pictures and expressions relating to France

3. Examination of crossword puzzles from daily papers for frequency of appearance of French words

4. Reports on articles found in publications

5. Listing of French expressions found and using them in exercises to build student's "English" vocabulary. Students may find or draw pictures to illustrate these expressions. (Ex.: faux pas; carte du jour; financée; pièce de resistance, etc.) Students may use bulletin board for exhibit.

6. Visit to main library to examine issues of newspapers and periodicals not found in student's home. (Current issue of "Reader's Digest" has a beautiful article on "Versailles.")

7. Visit by Paris correspondent to the school

8. Preparation of list of words to be added to the total list of those learned in mini-course

References:

1. Daily city newspapers

2. Periodicals: "Life," "Time," "Reader's Digest," "Seventeen," "Sports Illustrated," "National Geographic," and any other periodical found in school library

3. Circulars and brochures received through the mails

Motion Pictures

Artistic Development of the Sound Film

A. Content

France: In the 1930's the French motion picture came into its own. The French films of this period are particularly significant because many French directors were imported by Hollywood in the late 1930's (and had influenced Hollywood production even before). Avant-garde experimentation for which the French were noted in the 1920's continued in France; the value of such experimentation lay not so much in the experimental films themselves as in the influence they exerted on motion pictures, more for a wider audience.

"Sous les Toits de Paris" (1929)
"Le Million" (1931)
"A Nous la Liberté" (1932)

(René Clair's are notable for the fact that in both sound was used as a tool and not as a self-justifying device.)

B. Personalities

French directors who made films in Hollywood were Clair, Renoir, Duvivier, and Carné. Developments in the French cinéma in the late 1950's and 1960's resulted in what was called the "New Wave."

C. Movies

The direction of François Truffant in:

"The 400 Blows" (1959)
"Jules and Jim" (1962)
"Shoot the Piano Player" (1962)

and of Alain Resnais in:

"Hiroshima"
"Mon Amour" (1959)
"Last Year at Marienbad" (1961)

showed great complexity of thought-technical virtuosity

The French film industry has been both productive and experimental. Among postwar French films of note are:

Jacques Tate's "Mr. Hulot's Holiday" et "My Uncle"
René Clément's "Forbidden Games"
H.G. Clouzot's "Diabolique"
Jean-Luc Godard's "Breathless"
Alain Resnais' "Hiroshima" et "Mon Amour"
Louis Molle's "The Fire Within"

Stage and Screen Actors and Actresses:

Sarah Bernhardt (1845 - 1923) - the greatest actress of her day throughout a very long career, toured the U.S. frequently in addition to making tours of South America and Europe. Her greatest successes were in Dumas' la Dame aux Camélias et Rostand's l'Aiglon.

Chalres Boyer has won critical acclaim for his performances on the New York stage and in movies in France and Hollywood.

Some other film favorites are Jean Gabin, Michèle Morgan, Maurice Chevalier, Jean-Pierre Aumont, and Brigitte Bardot.

Projects to do:

1. See a movie
2. Write reports of famous French actors and actresses

French settings with American actors and actresses:

1. "Gigi"
2. "Lili"
3. "Afternoon" (with Hepburn)
4. "Jacques Brel is Alive and Well and Living in Paris"

The Théatre

I. Contents

1. The classic dramas that are frequently presented in our theatres and by our colleges

2. The development of the performing art of "pantomime" and its place in the French and American entertainment

3. The twentieth century French dramas that have been presented on Broadway and on television

4. American plays with French settings

5. The study of outstanding French entertainers and their role in the American entertainment world

6. The Sarah Bernhardt story--her life and her theatre; her appearances in America

7. A vocabulary of useful terms

8. The early Charleston French Theatre

9. Puppet shows in France and in America

II. Activities

1. Play recordings of the classic dramas either in full or in parts.

2. Have students make puppets and act out familiar French stories. Discuss well-known puppeteers in America.

3. Discuss Marcel Marceau and any of his performances on television that the students may have seen. Have students develop some of their own pantomimes while remainder of class guesses the subject and story being portrayed.

4. Have students read plays such as "The Lark," "Tiger at the Gates," "Jean Brel Is Alive and Well and Living In Paris," "Fanny," etc. Dramatizations of best scenes may be given.

5. Discuss the contributions of:

   (1) Rachel (Elizabeth Félix)

   (2) Benoît Constant Coquelin

   (3) Charles Boyer

   (4) Maurice Chevalier

6. Define and use a related vocabulary
   rôle, loge, finis, entr'acte, reprise, programme, repertoire, scène, musicale, finale

7. Attend any performances being presented at the time of the unit. Study the theatre section of the "New York Times" to see what plays are being given at the time - also the T.V. section and movie calendar.

8. Read "Glorious Betsy" - a drama about Betsy Patterson.

References:

1. "History of the American Theatre" - 1700 - 1955
   Glenn Hughes
   Samuel French - New York, New York
   25 West 45th Street (1951)

2. "The Theatre"
   Oscar G. Brocheet
   Holt, Rinehart, Winston, Inc. (1969)
   New York, New York

3. "The Theatre"
   Sheldon Cheney
   Longmaus, Green Co. (1953)
   New York, New York

4. "Cambridge Work-a-Text in Second-Year French"
   Cambridge Book Co., Inc. (1970)
   Bronxville, New York

Ballet

A. Definition

1. Ballet is the classic dance of the stage.

2. A ballet is a theatrical performance in which dancing and pantomime, accompanied by music, tell a story or express an idea.

B. Ballet in France

1. First great ballet company and school was the Paris Opéra.

2. Ballet was established in France.

3. Tradition

a. French court entertainments toward the end of the 16th and 17th centuries increasingly featured interludes which called for masked and fancy costume parties of dancing courtiers.

b. These entrées, first accidentally arranged, became more elaborate.

c. Dance music became more extended than for just social dancing.

4. Innovation

a. Dramatic and mimetic actions were introduced in the dances beyond the strict steps and gestures of ordinary dance measures.

b. In 1581, the Ballet Comique de la Reine Louise was the first ballet to be performed in a form sufficient to dominate its successors in traditional stage dancing. It was sung in French and founded the school of French Ballet opera which was to dominate European theatre for 200 years.

c. The "Danse d'école," which is classic ballet, developed an extensive vocabulary of terms referring to movements, gestures, and steps. Its language has always been French.

C. Ballet in America

1. Early ballet was largely imported.

2. After the French Revolution, refugees from that land, many of them trained at the Paris Opéra, brought their art to the new nation and set high standards with their schools and performing companies.

D. Growth of Ballet Companies

1. In France

2. In America

E. Ballets in New Contexts and Media

1. Movies

2. Television

a. The Red Shoes (1948)

b. Sleeping Beauty (1956)

c. Romeo and Juliet

d. Midsummer's Night's Dream

F. Notable Personages - Personalities

1. In France

a. Alexandre Placide

b. Jean Baptiste Francisqui, who staged his works with Placide from the French repertory

c. Marie Camargo - French ballerina

d. Yvette Chauvisé - French ballet dancer

e. Jean George Noverre - choreographer and ballet master

f. Jules Perrot - French choreographer and dancer

g. Marius Petjsa - French choreographer teacher and premier danseur

h. Roland Petit - French choreographer et premier danseur

i. Marie Sallé - French dancer and mime

j. Auguste Vestris - French dancer - greatest male dancer of 18th century

2. In America

G. Training of a Ballet Dancer

1. Study

2. Division of the class

a. Barre (bar)

b. Au milieu (in the center)

3. Techniques

   a. Five positions

   b. Variations

4. Adagio

5. Allegro

6. Preparation for stage

H. Famous Ballets

1. L'Après-midi d'un Faune (Afternoon of a fawn) Its first performance was given in Paris in 1912 - a ballet set to the music of Claude Debussy

2. Appollo - the premier performance in Paris in 1928

3. Coppélia - Paris Opéra, 1870

4. La Fille Mal Gardée

   a. Oldest ballet still performed

   b. Premiered at Bordeaux, France in 1786

5. L'Oiseau de Feu - The Firebird

   a. Premiered in Paris in 1910

6. Gaîté Parisienne (Gay Parisienne)

   a. Premiered in Monte Carlo, 1938

7. Giselle

   a. Paris - 1841

8. "Pas de Quatre" - brought together four great ballerinas

9. "Le Spectre de la Rose"

   a. Premiered at Monte Carlo, 1911

10. "Les Sylphides" - orchestrations by Fréderic Chopin

    a. Premiered in Paris, 1909

    b. Presented more times than any other ballet

I. Vocabulary of the Ballet - "French is the universal language of the ballet."

1. Arabesque: a pose in which the dancer raises one leg, with the knee straight, directly behind the body

2. Attitude: a pose in which the dancer raises one leg directly behind the body with the knee bent at a right angle. The knee is then as high or higher than the foot, and the foot points to the dancer's side.

3. Ballerina: a principal woman dancer of a ballet company
Prima ballerina: the star dancer

4. Ballon: the ability to hold a pose in the air

5. Corps de ballet: those dancers who perform only in the group numbers

6. Danseur: a male dancer
Prima danseur: the star male dancer

7. Danseuse: a female dancer

8. Divertissement: a group of short dances inserted in a classical ballet. They usually have little or nothing to do with the plot.

9. Elevation: the ability to jump high

10. Entrechat: a jump in which the feet cross back and forth in the air

11. Entrechat quatre: entrechat "four" or two complete crossings
One foot crosses in front of the other and then behind as the other crosses behind the first and then in front. The number is the total crossing of the legs.

12. Fouetté: a turn in which the dancer, standing on one foot, uses the other leg in a circular whip-like motion to pull her around

13. Jeté: a jump from one leg to the other

14. Grand: a great jump
Grand Pliés - deep knee bends

15. Pas: a single step or combination of steps forming a dance. The pas de deux of classical ballet has an adagio, in which the male dancer supports the ballerina in slow movements, a solo dance for each, and a coda, or ending, in which the couple dance apart and together with all the technical skill they have.

16. Pirouette: a complete turn on one foot, with the swing of an arm providing the force

17. Plié: a full bending of the knees in any of the five positions. In all positions but second and fourth ouverte the heels will come off the ground

18. Demi: a half-bending of the knees. The heels are not raised off the ground at any time.

19. Variation: a solo dance in a ballet

20. En pointe: standing on the tips of the toes (There are 5 positions.)

21. Ouverte: an open position: the fourth ballet position of "en pointe"

22. Croisé: a crossed position: the fourth ballet position of "en pointe"

23. Battements: small and large extensions of the leg

24. Tours en l'air: a complete turn, or two, in the air

25. En plié: bent knees position

26. Pointe tendue: extension of the toes in a pointed position

J. Suggested Activities

1. Find out the stories of the ballets

2. Find out how the personalities became famous (achieved their fame)

3. Go to a ballet performance

4. Write a ballet from a story you know

5. Draw pictures

6. Visit a ballet company

7. Have a ballet company visit school

8. Children put on a ballet

9. Individual children dance

10. Play records from ballets

K. Bibliography

1. Contributions to Ballet Technique

2. Romantic Ballet and the Age of the Ballerina

3. The Role of Choreography

4. Ballet in Other Countries

5. Books about ballet

6. Compton's Pictured Encyclopedia

7. Ballet-Student's Primer by Ambrose, K.

8. Audsley, J., The Book of Ballet

9. Beaumont, C.W., Complete Book of Ballets

10. The Dictionary of Modern Ballet

11. Haskill, A.L., Picture History of the Ballet

12. Mara, T. and Wyndham, L., First Steps in Ballet

13. Maynard, O., American Ballet

14. Streatfield, N., First Book of the Ballet

15. Stuart, Muriel, Classic Ballet

I. Content

A. Opera

1. Composers

a. Gounod (1818-1893)

(1) Works

(a) Faust - in which the aged Faust bargains with Satan with disastrous results

b. Camille Saint-Saens

(1) Works

(a) Samson and Delilah - in which is found the famous aria, Mon Coeur s'ouvre à ta Voix, often sung by voice students

c. Berlioz, of Grenoble, chief representative of the romantic movement in French music

(1) Works

(a) Romeo and Juliet

d. Massenet

(1) Works

(a) Manon - in which a very lovely girl is desirous of having love, honor, and position

(b) Thais, in which we have the famous Méditation

e. Bizet

(1) Works

(a) Carmen - in which a gypsy flirt sings Habenera and the bull fighter sings the famous Toreador Song

B. Classical Songs - Instrumental and Vocal

1. Composers

a. Fryderyk Chopin - furnishing music played and enjoyed by thousands of American students and heard in concert halls all over our country - romantic genius

(1) Works

(a) Sonatas, Waltzes, Études, Préludes, Nocturnes, etc.

b. Claude Debussy (1862-1918) - leader of modern school of music. First great master of 20th century modern music concentrating on tone--like Chopin, replacing formal composition by a new harmony, evoking an atmosphere - creating in music a style similar to the impressionistic technique of the painters

c. Massenet

(1) Works

(a) Élegie

(b) Bonne Nuit

C. Religious Music

1. Examples

a. Redemption, oratorio - Gounod

b. O, Holy Night

c. Il Est Né, le Divin Enfant

d. Dominique

e. Bring a Torch, Jeannette Isabella

f. Entre Les Étoiles

D. Folk Songs, Expressing the Spirit and Character of the People

1. Examples

a. Au Clair de la Lune

b. Sur le Pont d'Avignon

c. Frère Jacques

d. L'Alouette

e. Savez-vous Planter les Choux?

E. Popular

1. Examples

a. La Seine

b. L'Amour est Bleu

c. L'Amour, Toujours L'Amour

d. Parlez d'Amour

e. La Vie En Rose

II. Activities

A. Have pupils consult newspapers for information concerning when and where a French opera or a concert in which selections by famous French composers are to be featured is to be given

B. Have a pupil contact Peabody Conservatory or Goucher College for concert dates

C. Invite a pianist or a soloist to furnish a few selections for the group

D. Have the class act out the highlights of the story behind one of the French operas

E. Teach the class some French folk songs

F. Examine the programs from some French operas given here in Baltimore

G. Bring a record player and play some French music

H. Have a bona fide Frenchman come and sing several selections for the class--en français

III. Terms:

pastorale	nocturne	conservatoire
musicale	berceuse	
ballad	repertoire	
symphonie(y)	chef d'oeuvre	
piece	sérénade	
étude	opéra bouffé (comic opera)	

IV. References

Opera Themes and Plots - Rudolph Fellner

Ecouter et Parler (folk song section) - Côté - Levy - O'Connor

Chopin - Complete Works - Editor, Paderewski

Phonograph Records

Story of Music - for Young People - Joseph Wechsberg

The Pantheon - Joseph Wechsberg

Science

I. Objective: To prove to the pupils that we owe the French scientists an immeasurable debt of gratitude for their contributions to us in our everyday life.

II. Content

A. Scientists of France

1. Pierre and Madame Curie - Discoverers of Radium

a. Untiring efforts against severe obstacles

b. The obtaining of 12 centigrams of radium chloride from a ton of pitchblende residues

c. Using of radium in treatment of cancer and as a palliative in certain incurable diseases

d. Throwing of light upon the structure of matter (atoms and molecules proven <u>real</u>)

2. André Marie Ampère, physicist - the Newton of electricity

a. Decision that magnets are electrical units

b. The ampere (amp.); the standard unit for measuring the strength of an electric current

3. Antoine Laurent Lavoisier, Frances' greatest scientist - founder of analytic chemistry

a. Isolating of the elements

(1) Discovery of oxygen

(2) Proof by weighing that in all combustion of metals there is an addition of matter

b. In biology: The observation that in respiration of animals, air undergoes a change as it passes through the lungs

c. Development of a new language in chemistry - systematic nomenclature

4. Louis Pasteur (and followers) - Founder of Bacteriology

a. Discoverer of cause of fermentation, leading to method of treatment of milk and other foods

(1) Pasteurization for destruction or checking of bacteria by heating the liquid to 142 degrees - 145 degrees F. for thirty minutes

b. His germ theory of disease

(1) Investigation of disease ruining silk industry

(a) Grateful silk growers

(2) Cause and method of preventing chicken cholera and anthrax

(3) Discovery of treatment for hydrophobia, saving thousands of lives

c. "J'ai fait ce que j'ai pu" = his ambition

5. Amadeo Avogadro (1776-1856)

a. First scientist to draw a distinction between molecules and atoms

b. Chemists provided a means to determine the molecular weight of gases - (Avogadro's hypothesis)

6. Joseph-Louis Gay-Lussac - author of Gay-Lussac's Law on combining volumes

7. Ambroise Paré - father of French surgery, developing a new method of treating wounds and amputations as an army surgeon

8. Pierre Roux - pupil of Pasteur - discoverer of diphtheria toxin, and diphtheria antitoxin

B. French Contribution Soon to be Universally Adopted

1. Metric System (decimal system of weights and measures) - direct from France

a. Gram, meter, and liter - busic units of weight, length, and capacity respectively

b. Used in all scientific calculations

III. Activities

A. Film on M. and Mme. Curie

B. Film on Louis Pasteur

C. Visit to a dairy where milk is being pasteurized

D. Visit to a veterinarian to see him inoculate a dog for rabies prevention

E. Reports on famous French scientists

F. Explanation of metric system by someone well versed in the subject

1. Comparing of meter stick with our yard stick

2. Comparing of a liter measure with our quart

3. Examining the gram and kilogram weights

G. Passing around pictures of famous French scientists, as they labored in their fields

H. Explanation by an electrician of what is meant by amperes

I. Visit to a hospital to see a tiny bit of radium

IV. Terms

ampere	gramme (gram)
pasteurize	meter (mètre)
pasteurization	metric (métrique)
science	Avogadro's number
liter (litre, French)	radium

V. References

The Elements of Chemistry - William Foster

Madame Curie, A Biography by Eve Curie

Great Chemists - Eduard Farber

Remerciements aux Français

A. Des Vêtements, etc.

1. béret
2. blouse
3. bracelet
4. bonnet
5. culotte
6. bandeau
7. lingerie
8. crochet
9. cravate
10. chapeau
11. boléro
12. robe
13. corsage
14. boutonnière
15. petite (size)
16. piquot
17. redingote
18. crinoline
19. ensemble
20. toque
21. chiffon
22. chenille
23. crêpe
24. piqué
25. bouclé
26. serge
27. tulle

B. La Maison

1. salon
2. cuisine
3. boudoir
4. suite
5. sofa
6. buffet
7. bureau
8. chaise-longue
9. console
10. antique
11. table
12. décor
13. bric-à-brac

C. Des mots généraux

1. brunette
2. journal
3. unique
4. grand
5. château
6. charade
7. chant
8. bateau
9. belle
10. matin
11. beige
12. rouge
13. rôle
14. encore
15. blond
16. bâton
17. début
18. croquet
19. budget
20. morgue
21. picturesque
22. ménagerie
23. rendezvous
24. parole

Evaluative Criteria

1. Present an original offering which illustrates an understanding of the use of foreign words in our speech and writing. This could be in the form of a monologue, dialogue, or skit.

2. A fashion show might be presented by a group.
   A model house could be equipped with appropriate furniture.
   Photographs of buildings illustrating various styles of architecture could be identified.

3. A bazaar could be held featuring objets de art.

4. A questionnaire could be circulated to determine increase in reading stories related to French culture, viewing French films, viewing theater productions, and attending classes in ballet.

5. Prepare a newscast summarizing news articles that have appeared during the mini-course session.

6. A TV show might be presented to portray the life of a celebrated French person.